

Wed 10/7/2015 11:23 PM

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8th grade is written the worst?

Clear voice!

I see how to fix it! Without Nappa and wheat migration with fertile soil as food source, you do not have the accurate 1846 story of US expansion... more essential to understanding the Pres. Polk's realization to create the nation as continental country to the Pacific.

Romi Hurley , Teacher	<p>In 7th grade, Enlightenment and Scientific Revolution need to go into 10th grade Modern World History. It is very challenging to start at the fall of Rome and go all the way up to the 1600's in Europe and have ANY time left for other civilizations around the world. When we spend months and months on Europe, it appears we are just teaching Western Civ. again and ignoring the rest of the world. It is meant to be "World History" now, right? After trying to get my kids all the way up to the Enlightenment in Europe, I end up with only 4 days in June for China. Some European history needs to move to 10th grade and the Enlightenment is developmentally more suited for high school- the concepts are very abstract. In 8th grade, we need to keep: the colonies, the lead up to the Revolution & Articles of Confed., the Constitution/Bill of Rights, the North(industrialization & immigration), the South(agrarian economy & slavery), and the West(expansion and Native Americans), Abolition,Civil War and Reconstruction and rethink all the other units. There is no time to look at American literature and to spend huge amounts of time on Presidents and Supreme Court cases- pick a few of the most important ones like Marbury vs. Madison and move on. If you spend huge amounts of time on battles in the Revolutionary War, War of 1812, and Civil War, then we run out of time for what is important - what are the outcomes and effects of those wars on America? What really is important are the big ideas like : how are we treating Native Americans, immigrants,African Americans, workers, and women? Are we upholding our ideals of equality for all citizens? Are there downsides as well as upsides to progress and industrialization? Is expansion always positive, or does that come with unintended consequences for indigenous groups, Hispanic Americans, and the environment and ecosystems too? Instead, the state standards are full of Jeopardy quiz facts like the Federal Judiciary Act. There is no time in a real school year to get to industrialists of the Gilded Age (1890's-1910)- that needs to be where 11th grade Modern U.S. starts.</p> <p>In the real world of a school with assemblies and entire class periods lost because 2/3 of your kids are on Science field trips, you are lucky to get to Reconstruction by the end of the year. Again, with 11 units and a million documents and people of significance and court cases and Acts of Congress to get through, it is impossible to do it all and have any time to reteach or go in depth or ask the big questions well - the kids are drowning in facts, and each unit adds more and more and more. 6th grade is not bad - 9 units in 9 months is workable. The only unit that is content standard heavy is Greece - it takes 6 weeks to get through all the standards well, which puts a teacher off pacing for the other units. I would take some sub strands out of the Greek unit, like doing the Illiad and Odyssey or the Peloponessian War.. Over the course of 21 years, I have taught all 3 grade levels, and I must say 8th grade is written the worst. We are so busy teaching Henry Clay's "American system" that we miss the larger question: how does transportation interconnect with industrialization and urbanization? If we just went back to Essential Questions for 8th grade, and picked a few facts in each unit to answer them instead of trying to teach kids every fact in the book for every unit, their heads would not swim so much!</p>	Changing the content standards is beyond the scope of this project.
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